

STATE NORMAL SCHOOL
SALEM MASSACHUSETTS



FIFTY-EIGHTH YEAR

1911-1912



STATE NORMAL SCHOOL, SALEM.

STATE NORMAL SCHOOL
SALEM MASSACHUSETTS



FIFTY-EIGHTH YEAR

1911 - 1912

APPROVED BY
THE STATE BOARD OF PUBLICATION.

STATE BOARD OF EDUCATION.

	TERM EXPIRES.
CLINTON Q. RICHMOND, A.B., North Adams,	1912.
SARAH LOUISE ARNOLD, A.M., Newton Center,	1912.
SIMEON B. CHASE, Fall River,	1912.
FREDERICK P. FISH, A.B., Brookline,	1913.
FREDERICK W. HAMILTON, D.D., LL.D., Tufts College,	1913.
ELLA LYMAN CABOT, Boston,	1913.
THOMAS B. FITZPATRICK, A.M., Brookline,	1914.
PAUL H. HANUS, LL.D., Cambridge,	1914.
LEVI L. CONANT, Ph.D., Worcester,	1914.

Commissioner of Education.

DAVID SNEDDEN, Ph.D.

Deputy Commissioners.

WILLIAM ORR, A.M.

CHARLES A. PROSSER, A.M.

Agents.

JAMES W. MACDONALD, A.M.,	Stoneham.
JULIUS E. WARREN,	Worcester.
CHARLES R. ALLEN, M.A., B.S.,	Boston.
RUFUS W. STIMSON, A.M., B.D.,	Boston.
MICHAEL W. MURRAY (special agent),	Boston.
EDWARD C. BALDWIN (business agent),	Boston.

INSTRUCTORS.

The Normal School.

JOSEPH ASBURY PITMAN,	. . . . .	. PRINCIPAL
	Theory and practice of teaching	
HARRIET LAURA MARTIN,	. . . . .	Librarian. Mathematics, Latin
JESSIE PUTNAM LEAROYD,	. . . . .	. English
CHARLES FREDERICK WHITNEY,	. . . . .	. Manual arts
MARY ALICE WARREN,	. . . . .	Physical training, physiology, nature study, gardening
GERTRUDE BROWN GOLDSMITH, A.B.,	. . . . .	. Psychology, biology
FRANCIS BOUTELLE DEANE, ¹	. . . . .	United States history, civics, general history, history of education
HELEN HOOD ROGERS,	. . . . .	. Physical training, reading
CASSIE LUCRETIA PAINE,	. . . . .	Supervisor of practice teaching. Child study
FRED WILLIS ARCHIBALD,	. . . . .	. . . . . Music
HARRIET EMMA PEET,	. . . . .	. Literature, arithmetic
LOUISE CAROLINE WELLMAN,	. . . . .	. . . . . Secretary
SUMNER WEBSTER CUSHING, A.B., A.M.,	. . . . .	Geography, physiography, geography of commerce, industrial geography
ARTHUR JOHN MEREDITH, Ph.B.,	. . . . .	Bookkeeping, commercial law, economics, history of commerce, arithmetic
CLARA ELLEN TOWNSEND, Ph.B.,	. . . . .	. Shorthand, typewriting
CHARLES ELMER DONER,	. . . . .	. . . . . Penmanship
WALTER GEORGE WHITMAN, A.B., A.M.,	. . . . .	. Physical science, physiography
MAY HEATH NOYES,	. . . . .	. Kindergarten methods
MAGNA DEAN EASTMAN,	. . . . .	. Assistant, manual arts

Training Department.

The Practice School.

HERBERT LESLIE RAND, Principal,	. . . . .	. Gardening, carpentry
EMMA ELIZA CAMPBELL,	. . . . .	Grade eight. Cooking, sewing
MAUD SARAH WHEELER,	. . . . .	. Grade seven. Cooking, sewing
MILDRED BEATRICE HOPLER,	. . . . .	. Grade six. Sewing
CARRIE BERYL JOHNSON,	. . . . .	. Grade five. Sewing
GRACE ISABELLE WHITTLE,	. . . . .	. . . . . Grade four
MARY ELIZABETH JAMES,	. . . . .	. . . . . Grade three
BERTHA LOUISA CARPENTER,	. . . . .	. . . . . Grade two
ELIZABETH STARBUCK ADAMS,	. . . . .	. . . . . Grade one
MAY HEATH NOYES,	. . . . .	. . . . . Kindergarten

¹ Leave of absence, 1911-1912. Mary Annie Archer, substitute.

The Bertram School.

BESSIE ALZADA MORSE,	. . . . .	Grades three and four
DOROTHY GENIEVE STEVENS,	. . . . .	Grade two
MILDRED MAY MOSES,	. . . . .	Grade one
ALICE MARTHA WYMAN,	. . . . .	Kindergarten

The Farms School, Marblehead.

GERTRUDE ELLA RICHARDSON,	Ungraded
---------------------------	-----------	----------

The necessary opportunity for observation and practice teaching for students in the commercial department is afforded in the Salem Commercial School, the Salem High School and the Lynn English High School.

OFFICERS.

Officers of the Salem Normal Association, 1910-1913.

MRS. ABBIE RICHARDS HOOD, Beverly (Class LVII.),	<i>President.</i>
MISS JESSIE PUTNAM LEAROYD, Danvers (Class LI.),	<i>Vice-President.</i>
MISS MARY A. GRANT, Salem (Class LXX.),	<i>First Secretary.</i>
MISS MARY ELIZABETH JAMES, Salem (Class LXXXV.),	<i>Second Secretary.</i>
MRS. EMMA R. TENNEY, Manchester (Class XXXV.),	<i>Treasurer.</i>
MISS ANNA M. BATES, Salem (Class X.),	} <i>Directors.</i>
MISS MARTHA R. ORNE, Lynn (Class XXXI.),	
MRS. SUSAN FARNHAM THORNDIKE, Peabody (Class LXXIII.)	
MISS LAURA B. WHITE, Boston (Class XXIX.),	
MISS FLORENCE A. WOODBURY, Salem (Class LXIX.),	

Officers of the Senior Class.

GWENDOLYN D. HOBBS,	<i>President.</i>
LEONE M. KEENE,	<i>Vice-President.</i>
JOSEPHINE E. FURFEY,	<i>Secretary.</i>
KATHERINE V. SCULLY,	<i>Treasurer.</i>

Members of the School Council.

J. ASBURY PITMAN,	} <i>Faculty.</i>
HELEN H. ROGERS,	
SUMNER W. CUSHING,	} <i>Senior Class.</i>
GERTRUDE E. MACKIN,	
PERNAL S. JOHNSON,	
FREDERICK J. LONG,	} <i>Middle Class.</i>
MILDRED J. HILLIARD,	
MARY B. KIRBY,	} <i>Junior Class.</i>
MARION KELLY,	

Members of the Athletic Advisory Board.

J. ASBURY PITMAN,	} <i>Faculty.</i>
C. FREDERICK WHITNEY,	
SUMNER W. CUSHING,	} <i>Athletic Association.</i>
FREDERICK J. LONG,	
WILLIAM L. FOLEY,	

CALENDAR FOR 1912-1913.

Spring Recess.

From close of school on Friday, February 23, 1912, to Monday, March 4, 1912, at 9.20 A.M.

From close of school on Friday, April 26, 1912, to Monday, May 6, 1912 at 9.20 A.M.

Graduation Week.

Monday, June 17, 1912, Class Day.

Tuesday, June 18, 1912, at 10.30 A.M., graduation.

Tuesday evening, reception of the graduating class.

First Entrance Examinations. ¹

Thursday, June 20, 1912.

8.45-9.15 A.M. — Registration. (In the assembly hall.)

9.15 A.M.-12.30 P.M. — English, Latin, French, German.²

1.30-4.30 P.M. — Physics, chemistry, physiology and hygiene, botany, zoölogy, physical geography.²

Friday, June 21, 1912.

8.45-9.15 A.M. — Registration. (In the assembly hall.)

9.15 A.M.-12.30 P.M. — Algebra, geometry, history.²

1.30-2.30 P.M. — Drawing, music.

1.30-4.30 P.M. — Commercial subjects.

Second Entrance Examinations. ¹

Tuesday and Wednesday, September 3 and 4, 1912.

(Hours and order as above.)

Beginning of School Year.

Thursday, September 5, 1912, at 9.20 A.M.

¹ See page 64.

² Examinations will be given in the order in which the subjects are named.

Thanksgiving Recess.

From Wednesday, 12 M., preceding Thanksgiving Day, to the following Tuesday, at 9.20 A.M.

Christmas Recess.

From close of school on Tuesday, December 24, 1912, to Thursday, January 2, 1913, at 9.20 A.M.

Beginning of Second Half-year.

Monday, January 27, 1913.

Spring Recess.

From close of school on Friday, February 28, 1913, to Monday, March 10, 1913, at 9.20 A.M.

From close of school on Friday, May 2, 1913, to Monday, May 12, 1913, at 9.20 A.M.

Graduation.

Tuesday, June 17, 1913, at 10.30 A.M.

First Entrance Examinations.

Thursday and Friday, June 19 and 20, 1913.
(Hours and order as above.)

Second Entrance Examinations.

Tuesday and Wednesday, September 2 and 3, 1913.
(Hours and order as above.)

NOTE. — The daily sessions of the school are from 9.20 to 12.30 and from 1.30 to 3 o'clock. The regular weekly holiday of both the normal and the practice schools is on Saturday. The telephone call of the school is Salem, 375. The principal's residence is at 260 Lafayette Street, and his telephone call is 149-1.

STATE NORMAL SCHOOL

SALEM MASSACHUSETTS

AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore, no student may be admitted to or retained in the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time and the claims of professional training will permit. The subjects of the elementary curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of man from the standpoint of physiology and of psychology; the principles of education upon which all practical teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

REQUIREMENTS FOR ADMISSION¹

I. Candidates for admission must have attained the age of seventeen years complete, if young men, and sixteen years, if young women; must be free from diseases or infirmities which would unfit them for the office of teacher, and must present certificates of good moral character. They must also present detailed records of scholarship from the principal of the high

¹ See, also, page 64.

school, or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade therein (on the printed form provided by the school).

II. Candidates must present by examination or certificate satisfactory evidence of preparation in the following subjects, 14 units being the requirement for admission. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.*— Three units.

(1) English literature and composition, 3 units.

B. *Elective Subjects.*— At least seven units from the following subjects.

- (2) Algebra, 1 unit.
 (3) Geometry, 1 unit.
 (4) History, ancient, mediæval and modern, English or
 American, including civics, 1 unit.
 (5) Latin, 2 units.
 (6) French, 2 units.
 (7) German, 2 units.
 (8) Drawing,¹ 1 unit.
 (9) Physics, 1 unit.
 (10) Chemistry, 1 unit.
 (11) Biology, botany or zoölogy,¹ 1 unit.
 (12) Physical geography,¹ 1 unit.
 (13) Physiology and hygiene,¹ 1 unit.

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (sub-station 84, New York City) will be found suggestive by the high schools.

C. *Additional Subjects.*— At least four units from any of the foregoing subjects not already offered, or other subjects approved by the secondary school towards the diploma of graduation of the applicant.

¹ Half units in these subjects will also be accepted.

III. *Examinations.*— Each applicant for admission, unless specifically exempted by the provisions of sections IV and V, must pass entrance examinations in the subjects required under “A” and “B.” Examinations in these subjects will be held at the normal school in June and September of each year. Candidates applying for admission by examination will present credentials or certificates from their schools to cover the requirements under “C” and will not be given examinations in these subjects.

IV. *Division of Examinations.*— Candidates for admission to the normal schools may take all of the examinations at one time, and any or all of them may be taken either in June or in September. If the examinations are divided, the candidate will receive no credit for the first examination, unless he passes in at least five of the ten units required. Examinations may not be divided between different years.

V. *Admission on Certificates.*— Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board, or from public high schools approved by the State Board of Education for this purpose, may be exempted from examination in any of the subjects under “A” and “B” by the principal of the normal school on the basis of a record of at least eighty per cent., or *B*, in such subject during the last year in which such subject has been pursued, when the principal of the high school shall have certified his belief that the candidate is able to do satisfactory work in the normal school. Such candidates will present credentials for the subjects under “C”.

Admission as Special Students

Graduates of normal schools and colleges and other persons of suitable attainments, including those who have had considerable experience in teaching, may, by arrangement with the principal, select a year's work from the regular program of the elementary course. If this work embraces not less than twenty recitation periods per week of prepared work, and includes the course in pedagogy and practice teaching, the student will receive a certificate for the same upon its satisfactory completion.

Advanced students are also admitted to elective courses in the commercial department.¹

Prompt and regular attendance is exacted of special students, as well as of those in the regular course.

A definite statement of the applicant's purpose in asking for admission to the school is required. Those who do not intend to remain at least a full year are requested not to apply.

The design of the school does not include the admission of transient students, for the purpose of taking partial or special courses, except in cases which are really exceptional. Personal culture for its own sake is not the end for which the school receives its students. It exists and will be administered for the training and improvement of teachers, and all its facilities will be put to their utmost use for the advantage of teachers. Thus, during recent years, many teachers have been allowed to attend the exercises in selected departments, — so far as the privilege could be granted without injury to regular class work, — although their names have not appeared in the catalogue as students.

Students from outside the State

Non-residents of this Commonwealth who are able to satisfy the requirements for admission may be received as students on payment of fifty dollars per year, of which sum one-half is due at the beginning of the year and the other half at the middle of the year. This applies to all courses.

ELEMENTARY COURSE OF STUDY

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects: —

I. The study of the educational values of the following subjects, and of the principles and methods of teaching them: —

(a) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics, — arithmetic, algebra¹ and plane geometry.²

¹ See page 35.

² Not required of students who are preparing to teach in the first six grades.

(c) History, — history and civil polity of the United States and of Massachusetts.

(d) Science, — physics, chemistry, physiography, botany, zoölogy, geography, physiology and hygiene, nature study, gardening.

(e) Manual arts; vocal music; physical training; penmanship.

II. (a) The study of man, body and mind, with reference to the principles of education; the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice in teaching.

The time required for the completion of this course depends entirely upon the student. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years is insisted upon. Students who expect to teach in the upper grades of the grammar school will receive special preparation, and may elect a third year of advanced work, including observation and practice in these higher grades. A diploma is given when any course is satisfactorily completed.

CONDITIONS OF GRADUATION

The school does not accept the satisfactory accomplishment of the class work required as constituting a complete title to a diploma. The candidate for graduation must be judged in part from the standpoint of personality and of efficiency in practice teaching.

It is the aim of the school — and this is insisted upon year by year with increasing strictness — not to bestow its diploma upon those who are likely to be unable in ordinary school work to use the English language with ease and correctness. The power of the student to teach, so far as that can be ascertained and judged, is of course an essential element in the problem, and those who are manifestly unable to do so will not be allowed to graduate, whatever their academic proficiency may be.

THE MODEL AND PRACTICE DEPARTMENT

Mr. RAND, Principal; Miss PAINE, Supervisor of Practice Teaching.

In co-operation with the school committee of the city of Salem, the State normal school maintains in its building a complete system of model and practice schools, beginning with a kindergarten, and fitting pupils for the local high school. The system also includes kindergarten and primary classes in the Bertram school building and a model ungraded school in Marblehead. The teachers are nominated by the principal of the normal school and they are elected by the school committee. The assignment of pupils is in the hands of the local authorities, so that the children do not constitute a picked company.

The aim has been to secure in these schools as nearly as possible the actual conditions existing in public schools of a high class. It is an essential part of the plan upon which they are conducted that they be kept at a reasonable size. The schoolrooms themselves are of ample dimensions, well lighted, thoroughly ventilated, furnished with approved furniture and other appliances for work, and provided with sanitary conveniences of the best kind. By the generosity and interest of many parents they are also provided with beautiful decorations.

In planning the instruction in these schools the aim is to connect it as closely as possible with the work in the normal school, to the end that the methods of teaching here may exemplify the theory in which the normal school students are taught. In the model and practice school located in the normal school building, a large part of the instruction is either supervised or actually given by normal school instructors.

The critic teacher devotes her entire time to supervising the normal school students in their relations to the practice schools. Her intimate acquaintance with the work of the schools in their various departments and her duties as a supervisor make it possible to guard in the most efficient manner the interests of the children. The regular teachers are selected solely by reason of their efficiency, and the facilities whose use is made possible by the connection between the practice schools and the normal school are put to their greatest service.



MODEL RURAL SCHOOL.



BERTRAM PRACTICE SCHOOL.

Besides the regular observation and practice teaching, opportunity is provided for those students who intend to teach in the first grade to observe in the kindergartens, and all members of the senior class are required to take a short course in the theory and methods of the kindergarten and its relations to the rest of the elementary school system. Arrangements have also been made for the seniors to gain a limited amount of experience in teaching in the schools of several cities. They receive a moderate compensation for this service.

ELEMENTARY COURSE

Junior Year

	Periods Weekly.
English, } one-half year each,	4
Literature, }	
Reading, one-half year,	2
Mathematics, ¹	2
Physiography,	2
Physical science,	2
Biology,	2
Psychology,	2
History of United States,	3
Manual arts,	2
Music,	2
Penmanship,	1
Gymnastics,	2

Senior Year

	Periods Weekly.
English,	2
Literature,	2
Reading,	2
Arithmetic,	3
Geography,	2
Nature study,	2
Pedagogy,	2
Child study, } 12 weeks each,	² 2
Kindergarten methods, }	
History of education,	1

¹ Not required of those students who are preparing to teach in the first six grades.

² During the period spent in the practice schools.

	Periods Weekly.
Latin (elective),	1
Manual arts,	2
Music,	2
Penmanship,	1
Gymnastics,	2

AIM AND SCOPE OF THE COURSE OF STUDY

English Language

Miss LEAROYD

The study of language is continued throughout the two years. As the students come from many different schools, their preparation is varied. It is therefore necessary during the first year to consider the essential qualities of language, in order to lay a uniform foundation for the intelligent discussion of the work in language in the lower grades.

The subjects taken are considered chiefly from the standpoint of the teacher. Suggestions are given for planning and presenting subjects to a class, and opportunity is given for practice before the normal school class. Frequent oral and written criticisms are required. The students are expected gradually to assume the responsibility of the work in the classroom.

As far as possible, the work in English is associated with that in other branches, and the student is made to feel the importance of a skilful use of language both in speech and in writing. Those who are especially deficient in knowledge or in practice are expected to give the subject extra attention.

In the second year the teaching of English is considered. Good books on the subject are read by the class, for the purpose of gaining a high ideal and inspiration for the work. A course of study in general language work is suggested, to be used as a basis for class discussion and as a guide for individual work in planning different types of lessons. The best order of topics in grammar is considered, and exercises are planned and given.

The observation of the work in the practice school serves to emphasize and illustrate points discussed.

Literature

Miss PEET

Junior Literature. — The work of the junior year is based on studies in literature for children. For those students who are preparing to teach children in their first six years in school the course covers: (1) studies of myths, legends, fables, fairy tales, hero tales and poetry for children; and (2) recreational reading for young children. For those students who are preparing to teach children in their seventh, eighth and ninth years in school the course includes: (1) studies in poetry and prose adapted to older children in the elementary school; and (2) recreational reading for older children.

The classes meet four times a week during either the first or the second half of the year. The work begins with studies in appreciation and is followed by the construction of teaching plans not only for the study of literature in the school room but for the use of recreational reading.

Senior Literature. — The work in literature of the senior year aims to give each student help in judging and appreciating literature, not only that she herself may have the pleasure and moral uplift that comes from an appreciative acquaintance with literature, but that she may be a better teacher because of the work.

The classes meet twice a week throughout the year, and discuss as far as the time permits selections (1) in narrative and lyrical poetry taken from American writers, and such English authors as Herrick, Burns, Scott, Tennyson and Browning; and (2) in drama, fiction and the essay, taking a few typical selections from the time of Shakspeare to our own day.

Reading

Miss ROGERS

Junior Year. — The work for the greater part of this year aims to awaken interest in oral reading, and an appreciation of the student's present and future need of power in this direction. To this end oral reading is practised, and the study of phonetics begins incidentally with the effort to correct individual faults in

pronunciation and articulation. The selections read are mainly those that may be used in the grades. Some are masterpieces of literature, others are taken from current magazines and newspapers, while others are simple stories and poems for very young children.

The latter part of the year is devoted to the method of teaching reading which is in use in the practice school. Some knowledge of phonetics, and practice in story-telling and dramatization, are given in this connection.

Senior Year. — This course deals with methods of teaching reading and literature in the grades, with special emphasis on the work of the first years. The work with methods of teaching reading, begun in the junior year, is continued, and story-telling and dramatization in relation to children's literature are considered.

Middle Year. — During this year students who devote three years to the elementary course have work in reading which aims to supplement the work of the junior year, thus giving a broader preparation for the practice work of the senior year.

Elementary Latin

(Elective)

MISS MARTIN

The class is organized for the consideration of methods of teaching first-year Latin. It is open to special students, and to students of the second or third year whose standing warrants the undertaking of an additional subject.

The general purpose of Latin study and the results to be secured in first-year work are considered, and the means of attaining these results discussed. Leading text-books for beginners are examined, and enough lessons developed to give an intelligent appreciation of the author's plan and method. As the work of the teacher of elementary Latin is largely of the nature of drill, discussion and illustration of modes of drill receive a large share of attention.

The finest result in the teaching of a foreign language is the development of a *feeling* for that language. It is with this end in view that the teacher gives his first lesson, and the end is the constant inspiration of his method.

United States History

Miss DEANE

The study of United States history is included in the first year of the course. The work is planned with two general aims in view: (1) the review and establishment of the essential facts and principles of American and allied English history, treated from the academic standpoint; and (2) the consideration of the material in its adaptation to the elementary school. Effort is made to broaden the student's acquaintance with authoritative historical works and to aid him in the selection and handling of material. To this end, special presentations of topics requiring research have an important place in the plan of study.

The elements of civil government are considered from the standpoint of their actual operation rather than from that of theory, thus necessitating attention to current political events. Book study of the principles of government must be supplemented by familiarity with concrete examples.

Arithmetic

Miss PEET

In order to meet the needs of different classes of students, the arithmetic work is given in two courses. The course given for students who are preparing to teach children in the first six years of school, covers a review of arithmetic through percentage, and gives special attention to methods of making arithmetic a live subject to little children. The other course, given for students who desire to teach children in the seventh, eighth and ninth years of school, covers a review of arithmetic beginning with fractions, and gives special attention to methods of teaching arithmetic as it is applied to mensuration and business.

The work throughout attempts to put arithmetic on a different basis from the arithmetic of the time when it was taught largely as a mental discipline. The endeavor is to aid the student in finding means of making the subject of vital interest to the children and providing them at the same time a thorough training in number looked at from a practical standpoint.

Mathematics

Miss MARTIN

The course includes study of *form* and study of *number*. It aims on the one hand to unify, and on the other to individualize and classify, the knowledge which students bring from their previous study. Practical application of geometrical truth is made in field work and in the mensuration of the common plane figures and solids. The study of number is from the algebraic point of view. Processes are investigated and explained with reference to practical teaching. The quantity of work done is determined largely by the amount and quality of preparation and the individual needs of the students, and thus may naturally vary from year to year.

Psychology

Miss GOLDSMITH

The course in psychology extends throughout the junior year and makes the foundation for the work in pedagogy and child study of the senior year. The aim is to secure a clear understanding of the fundamental laws which govern mental activity, as well as to develop a larger sympathy with human life as a whole and an appreciation of the conditions existing in immature minds. Careful attention is given to the processes by means of which knowledge is acquired and elaborated, the sources of knowledge, both general and psychological, and the function and development of the mental faculties. The subjects of habit and reflex action, perception, conception, memory, imagination, imitation, instinct, judgment and reasoning, emotion and volition are made of special importance. Since the work is intended to be of practical value rather than of merely theoretical interest, illustrations from the daily life of the student and from observation of child life, also applications to teaching, are demanded throughout the course.

Pedagogy

Mr. PITMAN

The course in pedagogy extends throughout the senior year. Its chief aim is to develop an understanding of the principles of education as derived from the study of psychology in the previous

year and of their application to school organization and government and to the art of teaching. The course comprises a study of the various educational agencies; of the educational values of the several subjects of instruction, and of their interrelations; of school organization and management; of the physical conditions of the school; and of the hygiene of the schoolroom. The work in the model schools is done in connection with this course, and the observations and experiences of the students are drawn upon extensively to illustrate the classroom discussions.

A portion of the course is also devoted to a consideration of the historical development and the characteristic features of the Massachusetts school system as revealed by the laws relating to public instruction. A sufficient knowledge of these laws is imparted to make the students familiar with the rights and duties of teachers.

Teachers now in the service who are intending to enter the school to take a year's special work should make a thorough study of James's *Briefer Course in Psychology*, Halleck's *Psychology and Psychic Culture*, or some other book of equal scope.

History of Education

MISS DEANE

The course in history of education is included in the senior year. The plan of study follows two lines of development: (1) the analysis of the historical evolution of the educational system, tracing the great movements in their related order; and (2) the study of the lives of leaders of educational progress, particularly those of the modern era. Throughout the course the interrelation of educational, religious and political conditions is made manifest as a basis for understanding national educational ideals and standards. In tracing the evolution of the present school system especial prominence is given to four topics: the purpose of education, the character of the curriculum, the degree of recognition of individualism, and the development of the school as an institution. The course serves particularly to foster an appreciation of teaching as a profession.

Child Study

Miss PAINE

The course in child study is carried on with the seniors during their twelve weeks of practice teaching. The aim of this course is to study the physical and psychological child as he is found in the average public school.

The distinctive characteristics of the immature human being, as contrasted with the adult, are considered, emphasizing especially those characteristics found in the average school child from five to fourteen years of age. An attempt is made to understand, somewhat, the effects of growth and development, and of nature and nurture, in order to interpret ordinary schoolroom procedure. For this purpose the attention of the students is focused upon the children of the practice school with whom they are actually dealing. Observations are made of the special defects, the interests, habits and activities of the children of the various grades. These observations are supplemented by material derived from the students' own personal experiences, and from their intimate knowledge of children found in other localities.

An analysis of the conditions in the practice school that tend to promote, regulate or supplant the natural tendencies of the children is made, and a comparison with other schoolroom conditions within the experience of the students is constantly encouraged, in the endeavor to discover the best conditions for bringing about the most desirable results.

As can be seen, therefore, throughout the course the laws of psychology and the principles of pedagogy are constantly being analyzed out of and applied to ordinary schoolroom situations. Also, a close observation of all schoolroom procedure must be maintained in order to more intelligently appreciate its purpose in modifying the physical and psychological development of the average public school child.

The two general text-books used — Rowe's *The Physical Nature of the Child* and Kirkpatrick's *Fundamentals of Child Study* — are supplemented by readings from various other authoritative writers. Reports of independent observations and criticisms are passed in weekly.

For the students who are preparing to teach the two upper grades in the grammar schools it is proposed to give a more extended study of the adolescent boy and girl than is possible or necessary for the students of the regular two years' course.

Kindergarten Methods

Miss NOYES

This course does not train students for kindergarten teaching. It is given to the entire senior class, and aims to acquaint them with the methods and materials of the kindergarten, and its function as a foundation and preparation for the primary school. It gives them a practical understanding of the kindergarten, emphasis being placed upon its necessarily close relationship to and connection with the first grade. The importance of this formative period of the child's life, and Froebel's means for successfully developing the child through his own self-activity, are dwelt upon.

The following are the subjects considered:—

Biography of Froebel, the founder of the kindergarten, followed by a study of his principles as contained in *The Education of Man*, and *Mutter und Kose Lieder*.

Nature work as adapted to children of kindergarten age.

Play as an educational factor.

Songs and games.

The gifts and occupations.

Story telling.

Constant opportunity is given the students for carefully supervised observation and practice in the kindergartens as well as in the first grades of the practice school, so that theory may at once be made practical.

Biological Science

Miss GOLDSMITH

This course extends throughout the junior year and is planned to give a basis for the comprehensive understanding of human physiology and nature study, both of which courses follow in the senior year. The aim is to lead the student to as clear an under-

standing as possible in the time allowed of the gradual evolution and increasing complexity of plant and animal life, and to appreciate such great principles as heredity, adaptation to environment, the struggle for existence and protection. Types of plants and animals (*e.g.*, the dandelion, corn, maple tree, starfish, crab, fish) form the basis for class discussion, laboratory work, recitation and economic problems. The students also work out the problem of adapting these forms to work with the children. As much field work is done as time permits, and the collection at the Peabody Academy of Science affords an unusual opportunity for the study of typical animal forms. Through this we hope to arouse in the students a love and appreciation of all living things, a desire for a more intimate knowledge of their surroundings, and a reverently questioning attitude which shall lead to keen observation and careful thinking.

Physical Science

The aims of the work in physical science are: to stimulate and foster interest in the science of common things; to provide a fund of useful knowledge about everyday science; and to develop the power of accurate observation, clear thinking and correct expression which are essential to direct others in the study of science.

The class-room work includes demonstrations, informal lectures, reports of special topics and discussion. A large part of the class-room time is used by the students in presenting special topics before the class. About one-third of the time is allotted to individual laboratory work. The object of this work is to give the student sufficient skill in manipulation of apparatus to be able to demonstrate successfully before a class, and to give more intimate knowledge of the substances, processes and principles which are discussed in the class-room. Ample laboratory facilities are provided for independent work by the students.

The following are the courses offered in physical science: —

A. *Physics*. — For students who enter without satisfactory preparation in physics. First half year. Twice a week. A

general introduction to physical science, covering the fundamental principles.

B. Chemistry.—For students who enter without satisfactory preparation in chemistry. Second half year. Twice a week. A brief elementary course in chemistry, providing a foundation for the chemical work of the course in applied physical science.

(1) *Applied Physical Science.*—Required of students of both the two-year course and the three-year course. One year. Two hours a week. The student is required to have an elementary knowledge of physics and chemistry before entering this course. This course includes many subjects which are important because they are closely related to every-day life. Consideration is given to science questions of the home, public utilities, manufactures, trades and arts. The course aims to give the student a broad outlook over the field of physical science and an insight into ways in which science is useful to man. Excursions are planned to show the applications of physics and chemistry in commercial use.

(2) *Methods.*—Required of students of the three-year course. One year. Three times a week. The aim of the course is to prepare the student to teach physical science in the grammar grades. Practice is given in devising lessons. Model lessons are presented and discussed in class. Some observation of science teaching in grammar grades is afforded. To increase skill in demonstrating with apparatus, some work in the laboratory is offered. The course covers the subject-matter of physics and chemistry which is appropriate to the grammar school pupil, and in addition gives to the normal school student a broader treatment of the subject-matter than will be required for use in teaching.

Physiography

Mr. CUSHING — Mr. WHITMAN

The course in physiography is made to include enough of astronomy for the student to gain a clear notion of the relation of the earth to the other members of the solar system and the

universe; of mineralogy, to interpret the physiographic history of parts of the earth from the study of bed rocks; of historical geology, to appreciate that the earth, with its animal and vegetable life, is an evolving organism, and that the present conditions show one stage of that evolution; of physical geography, to understand the typical processes affecting the earth's surface and the resulting land forms. The object of the course, other than general culture, is to build up the background for the earth sciences that are taught in the elementary schools. It is made preparatory to the course in geography that follows the next year.

Field trips and laboratory work take an important part in this work. The immediate surroundings offer diversified material for field work. The school is well equipped with a large astronomical telescope, with individual and exhibition rock and mineral specimens, and a museum of selected fossils.

Geography

Mr. CUSHING

In this course the fundamental principles of the science are evolved from the study of the home locality, so that the understanding of the mutual relations of man and his environment becomes observational knowledge. The method of instruction is such as to tend to develop the reasoning power of the student as the facts of geography are studied.

Much time is spent in interpreting the materials found in textbooks on the subject in elementary schools, in map reading, in the use of diagrams, models, pictures, specimens and the other geographic helps.

An intensive study of the pedagogy of geography occupies a period near the end of the course, after the students have gained abundant illustrative material and experience in the previous work of the class and in the practice school. The place of geography in the school curriculum is justified and the part it plays in reaching the ends of education is defined. A graded course of study is worked out on this basis.

The school possesses special advantages for geographic study. Salem has diversified land forms which determine varied indus-



THE GEOGRAPHY ROOM.

trial activities. An excellent harbor and near-by rivers show well their influence over human activities. A geography garden is developed in the spring by the normal and practice school pupils. The department has one of the best geography museums in the State.

Nature Study

MISS WARREN

The aim in this course is to give the student the training needed to teach nature study and related subjects in the elementary schools.

From the study of biological and physical science in the junior year many important facts have been learned of which practical use can be made in adapting the work.

In developing a course for the six lower grades, the student should understand the child's point of view and should keep clearly in mind the aim of the work, viz., that he is to encourage an increasing spirit of inquiry, a closer observation, a greater familiarity with the habits and uses of plants and animals, a desire to know how to care for them, and an appreciation of the interrelation of all nature.

In the fall the lower grade work begins with the care and study of some animal pet.

Talks on primitive man, his shelter, food and clothing, and his dependence upon the world about him, lead to an understanding of the means man is using to comprehend and subdue nature's forces that he may utilize them for the good of mankind.

The recognition of trees and lessons on their use and care afford a background for discussions on forestry in the higher grades.

The school garden not only furnishes material for the study of plant and animal life, but is also considered from the æsthetic and economic standpoint.

In the spring a study of soils, of the conditions necessary for germination, and experiments with seeds planted in shallow boxes filled with various kinds of soil, is followed with practice

in thinning, transplanting, weeding, and by the care of growing plants.

Correlation with drawing and arithmetic is made whenever it is practicable.

Those students who are to specialize for upper grade work should be able to train the child so that he may have a broader knowledge of the subject-matter, a growing appreciation of economic questions and of the inviolability of nature's laws, greater independence in observation and inference and clearer conceptions of exact statements. The application of the principles of physical science, which are too difficult to be understood in the lower grades, should occupy an important place.

The School Gardens

MISS WARREN — MR. RAND

Three gardens are conducted by the school; one of them, which occupies a part of the school grounds, is worked on the individual basis. This offers to each student an opportunity not only to plant a small plot of her own and care for it, but also to supervise the work of children from the practice school. Thus they learn to make practical the ideas they have gained concerning plant life, and will be able to establish gardens in schools where they may teach.

Another garden, comprising half an acre, located on West Avenue, a short distance from the school, is worked on the community basis, and is planted entirely to vegetables, which are sold to families living in the vicinity of the school and to the markets. This garden is planted, cared for and the products of it harvested by boys of the seventh and eighth grades. When the garden is planted the boys are in the seventh grade; when the products are gathered and sold they are in the eighth grade. The boys are given a share in the profits, apportioned among them according to efforts they have made in working the garden. The third garden is conducted by the students in connection with their course in geography, and is devoted to grains and grasses.

The work of the individual garden is under the supervision



LAYING OUT THE GARDEN.



PLAYGROUND EQUIPMENT MADE BY BOYS OF SEVENTH AND EIGHTH GRADES.

of Miss Warren and the teachers of the practice school, the community garden is supervised by Mr. Rand, while the geographical garden is conducted by the students under the direction of Mr. Cushing.

The work in the garden is a means toward an end. The teachers have an opportunity to make nature study practical, and to encourage the children to have gardens of their own, in order that they may have interests at home. They promote a spirit of co-operation and helpfulness among the children, loyalty to the school in making the whole garden attractive, and generosity in contributing a portion of their produce to hospitals.

The garden furnishes material for work in the schoolroom. In arithmetic, there are practical problems of expenditure of money for material and labor and of income from products raised, and measurements to be made in planning and laying out the garden. In language, subjects for composition and discussion are presented in the preparation for the outdoor work, and as a result of experience gained in the garden. In manual training, there are problems to work out, such as tools, frames to support vines, cold frames, etc. Knowledge of moisture, soils, relation of plants and animals, food products, forms a basis for practical geography. There are plans of the garden to be drawn, vegetables in different stages and flowers for the study of form and color, flowers to be arranged artistically in vases, effective arrangement of flowers in the garden to be considered. By thus grouping much of the indoor work in the spring about the garden, the teacher makes the garden a natural center from which other lines of work radiate.

Physiology and Hygiene

MISS WARREN

The purpose of the study of physiology and hygiene is twofold; to aid the student in forming right habits of living and to furnish accurate knowledge of principles and facts to be taught to children.

Emphasis is placed upon the knowledge of the danger to the

child arising from adenoid growths, enlarged tonsils, neglected colds, decaying teeth, defective eyesight, bad ventilation, the use of public drinking cups and towels, malnutrition and nervous strain.

Students who are fitting themselves to work in the six lower grades of the public schools should prepare teaching exercises adapted to those grades on the needs of daily life; as eating, drinking, breathing, sleeping, playing, working, resting, bathing and clothing. Personal hygiene, school and home sanitation, and emergency lessons receive due consideration.

Those students who are to instruct the pupils of the upper grades should understand the fundamental importance of vital functions and the harmony between structure and function. Work with the compound microscope and discussions of the relation of the cells to the various physiological processes result in clearer ideas of the body as a physical organism. Knowledge of the nutritive, economic and physiological value of foods, of the action and effect of condiments, stimulants and narcotics, is important. The characteristics of bacteria, their presence in milk, food and water, and their relation to disease, are considered. Special stress is laid upon personal hygiene and public sanitation.

Physical Training

MISS WARREN — MISS ROGERS

The aim in this course is to improve the physical condition of the students and to prepare them to teach exercises which may be used in elementary schools. The necessity of a sense of rhythm, grace of movement, and self-control is also emphasized. Secondary aims are to develop enthusiasm for physical training and a realization of the benefits of systematic exercise, to stimulate an interest in games, and to show how they may be used to give mental and moral training as well as recreation.

The gymnastic work is based on the Ling system and is supplemented by rhythmical exercises, folk dances, and games. The shower baths recently installed add very much to the value and enjoyment of the work. The students are encouraged to take as much outdoor exercise as is possible. Good opportunities are provided for games of tennis and volley ball and for skating.



DRAWING AND THE FINE ARTS.

The school physician examines each student at the beginning of the course and whenever it is deemed necessary thereafter. Measurements and strength tests are taken at the beginning and close of each school year.

Association in the gymnasium promotes a social spirit and tends to give a healthy impetus to the fulfilling of the requirements in other departments of study. It cannot be too strongly emphasized that exercise is a necessary factor in producing a healthy body, which is a prime requisite for success and efficiency in every department of life.

Drawing and the Practical Arts

MR. WHITNEY — MISS EASTMAN

The course in drawing is made as broad and far-reaching as possible. It is not treated as an isolated study, but is constantly used as a means of expression in all lines of school work. The work in drawing may be subdivided as follows:—

Representation.— This topic covers such work as natural drawing, object drawing in all its phases, freehand paper cutting, modeling and illustrative sketching, and involves the use of pencil, pen and ink, crayon, chalk, water colors, etc., as the mediums of expression.

Composition.— Composition is a term used in its broad sense, and bears upon original arrangements, design, and picture study. It also includes the theory of color and the application of color harmonies. Here again a choice of the most appropriate medium must be considered.

Construction.— The work in construction comprises both the above-mentioned subjects and their application in the making of things. Objects for various purposes are discussed, their fitness is considered, freehand sketches are made, as well as the necessary mechanical drawings, compositions in line, area and color are planned, and the results of these problems are the finished products.

The practical arts include the study of representation, composition and construction, comprising, as the topic does, cooking, sewing, weaving, metal work, wood work, leather work, printing, book binding and other projects. Such projects involve many

other studies, for the pupil must know something of the material he is using, its source and manufacture; he must understand something of the type of wood, metal, leather, fabric, reed, raffia, cardboard; and of the tools and appliances necessary in the handling of such materials.

It is the constant effort of the department to make itself helpful in meeting the problems of school life, and to complement the work of the other departments. Each year there is given a course of lessons in free blackboard sketching, which is a very important accomplishment for the grade teacher. Such work awakens interest, holds the attention, and cultivates a desire on the part of the child to express himself in the same free and spontaneous manner.

Occasional lectures are given upon important subjects influencing the practical arts in the public schools, and upon more general topics in art. These lectures have a decided influence upon the pupils, and create an interest in many lines of art study and industrial training. To these is added a short course on the history of art, dealing with the various schools of architecture, sculpture and painting from Egypt to the Renaissance. When possible, visits to the Museum of Fine Arts are made for study and review.

Each student is required to observe the work of the supervisor and of the teachers in the grades of the practice school, to present illustrated reports on these observations, and to give lessons in this work under supervision and criticism. Outlines of work for the grades in the practice school are arranged from month to month, and the normal school pupils observe their application in the work with children. Students who complete the course should be able to plan and arrange adequate outlines of work for use in their own teaching, or to follow intelligently the outline of a supervisor. They should be able to use and teach this work intelligently, knowing, as they should, that —

It gives command of the one universal language.

It cultivates accuracy of observation.

It develops appreciation of the beautiful.

It gives power to express beauty.

It develops skill of hand and eye.

It encourages originality.

It promotes appreciation of excellence in manufactured articles.

It increases the value of our industrial products.

It helps to establish good habits of thought and action.

It awakens an interest in the mind of the child when other studies fail.

It is indispensable in many other studies.

It gives to many a means of livelihood.

Music

Mr. ARCHIBALD

The work in this department is designed to enable students to teach such principles of music as will apply to instruction in this subject in the several grades of the public schools.

Voice culture, song interpretation, ear training and sight reading, introducing the various problems of time and tune, are taught. The exemplification of these subjects is observed in the model schools, and practice in these lines is afforded the student under the guidance of the regular grade teachers.

One period weekly is given to general exercises in music, when the following subjects are considered:—

(a) The principles of conducting, as applied to chorus singing and general school work; also practice in the same.

(b) Musical appreciation through listening to good music performed by the students and by professional artists, and also through the use of a piano player and a Victor talking machine.

(c) Chorus singing in preparation for the graduation exercises.

A good library of pianola rolls and Victor records is at the disposal of the students, and much laboratory work in music is accomplished.

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra of stringed instruments is also one of the musical activities of the school.

Tickets for the concerts of the Boston Symphony Orchestra and for the Boston Opera Company are obtained for students upon application.

Penmanship

Mr. DONER

Penmanship is taught during both the junior and the senior years. One period each week is devoted to practice under the personal direction of the supervisor, for the purpose of developing a plain, practical style of writing. Students are required to practice at least fifteen minutes a day, and to submit their practice work to the supervisor for inspection, criticism and gradation.

In the junior year the object of the work is to lay a thorough foundation in position, penholding and movement; also to drill in word, figure, sentence and paragraph writing. In the senior year the object of the work is to improve the general quality of the writing and develop speed, so that the students will be able to write automatically a smooth, plain, practical hand. Students will be able to write well if they conscientiously try to apply the movement in all their written work. Since writing is essentially a co-ordinated movement, it has to be developed through patient and persistent practice. The seniors are also given blackboard practice, practice in counting, and in teaching lessons before their own classes. The seniors have ample opportunity to observe the teaching done by the supervisor and the regular teachers in the practice school. During the senior year the supervisor outlines a scheme for each grade, so that the students will have a knowledge of the theory of teaching the subject of penmanship in all the grades in the public school.

A teacher cannot teach what she does not know. Therefore, the purpose in this department is to give the students a practical working knowledge of the subject of penmanship, so that they will be able to write well themselves and in turn teach others to write well. Theory and practice go hand in hand, but the students are given so much of the practical side that the theory becomes a reality.

COMMERCIAL DEPARTMENT
Entrance Requirements

The requirements for admission to the prescribed course of three years are the same as for students who apply for admission to the elementary course, except that, in special cases, candidates will be allowed to offer substitutes from the following list for some of the subjects enumerated on page 10: bookkeeping, shorthand and typewriting, commercial arithmetic, commercial law, commercial geography.

The topics included under these subjects are as follows:—

(a) *Bookkeeping*.— Ability to open and close a set of books by single or double entry, to change from single to double entry, to explain and illustrate the use of the different books.

(b and c) *Shorthand and Typewriting*.— Mastery of the principles of Pitmanic shorthand and their application, and of the word-signs and contractions of the particular system studied. Transcription on the typewriter of dictated material, to test accuracy in reading shorthand notes. Much importance is attached to correct spelling, capitalizing and paragraphing, and to skill in arranging typewritten material on a page.

A similar examination in Gregg shorthand will be given for those who wish to offer this instead of a Pitmanic system.

(d) *Commercial Arithmetic*.— Computations relating to extending and footing bills; percentage, including interest, discount, partial payments, commission and brokerage; partnership settlements; etc.

(e) *Commercial Law*.— Knowledge of such phases of law as contracts, negotiable paper, agency bailments, partnership, corporations and insurance. Ability to draw up approved legal forms such as powers-of-attorneys, checks, and notes.

(f) *Commercial Geography*.— A knowledge of principles that control the production, distribution and consumption of commodities, gained from a study of the local environment and a standard text, will fit the candidate for this examination.

The Course of Study

JUNIOR YEAR

	Hours per Week.
English,	2
Shorthand,	3
Typewriting,	4
General history,	2
Physiography,	2
Commercial arithmetic,	2
Elementary bookkeeping,	3
Penmanship,	1
Physiology,	1
Gymnastics,	2
Music,	1

MIDDLE YEAR

English,	2
Penmanship,	1
Commercial correspondence,	1
Shorthand,	3
Typewriting,	3
American history and civics,	3
Industrial physics,	} half year each,
Industrial chemistry, . . . . .		2
Commercial geography,	2
Bookkeeping,	3
Psychology,	3
Gymnastics,	2
Music,	1

SENIOR YEAR

Literature,	4
Shorthand,	3
Typewriting,	3
History of commerce,	2
Commercial law,	} half year each,
Economics, . . . . .		3
Industrial geography,	3
Penmanship,	1

	Hours per Week.
Advanced bookkeeping,	3
Pedagogy,	2
(Observation and practice teaching, 9 weeks.)	
Gymnastics,	2
Music,	1

A condensed course of one or two years will be offered to graduates of colleges, normal schools and private commercial schools, and to teachers of experience. Appropriate certificates will be awarded to special students who complete approved courses of study.

English

MISS LEAROYD

The course is planned for two years. It is intended to give the students a thorough knowledge of the language as far as it may be obtained by consulting reference books on the subject and by reading literature, and to offer systematic training in expression in speech and writing. At first, the aim will be to ascertain the needs of the individual, and to establish habits of accuracy and of systematic methods of work. Exercises in spelling, definition, dictation, taking notes from dictation and letter writing, including the phraseology of business English, will receive attention in proportion to the needs of the class. A detailed study of words, the sentence, the paragraph and the whole composition will form the basis of most of the work of this year. Frequent opportunity will be afforded to students to write short daily themes and occasional long themes, to plan talks efficiently and to gain ease in speaking before the class.

During the second year an effort will be made to arouse the students to an interest in the best works of modern literature. The reading and discussion will be concerned chiefly with subjects involving description and explanation. Exercises for cultivating accuracy and fluency will be continued. Themes will include the results of extended study on some topic connected with trade and industry; review and criticism of commercial text-books. There will be an opportunity for the students to test their power of presenting subjects clearly to the class and of

directing the work of the class room, and to acquire skill in careful and just criticism.

It is hoped that the result of the work of the two years will be to give confidence and power in clear and easy expression both in speech and writing.

Commercial Correspondence

MISS LEAROLD

One hour a week for a year is devoted to the study of forms of business correspondence and to practice in the writing of business letters. It is desirable to establish high aims in the form of the business letter, and clearness and ease in expression, and at the same time to make the subject practical. On the professional side the importance of the study to high school classes is considered and methods and text-books are discussed. Some of the clerical work of the school furnishes additional drill.

Literature

MISS PEET

The course in English literature aims to give an appreciation of literature and to develop, as far as a single course can hope to, the breadth of view essential for every teacher. The course consists of a brief study of the novel and the short story, the essay, and of lyrical and narrative poetry.

Commercial Literature

MR. CUSHING

It is believed that many of the cultural aims of the work in general literature can be attained by the intensive study of the best of the rapidly growing current literature that deals with commercial and industrial conditions and activities. At the same time the student becomes acquainted with the problems, the ideals, and the meaning of the wide field of commerce, that he may become a more intelligent high school teacher of commercial subjects. This course is planned to meet both the cultural and the vocational need.

History

Miss DEANE

The chief aim of the courses in history is the comprehension of present economic and political conditions as revealed through the study of their development. To this end the work is arranged in three courses, for successive years, including general history, American history and civics, and the history of commerce. Thus, the background is furnished, by the preliminary survey of general history, for the more intensive study of the principles of industrial evolution treated in the fields of American history and the history of commerce. The courses aim to acquaint students with the best available sources, and to develop their power in handling material independently. Provision is made for close connection between this department and the related subjects of industrial geography and economics.

Geography

Mr. CUSHING

During the first year the work in physiography aims to construct a broad basis for understanding commercial geography. The nature of climate and land forms and their influences on man are made the principal objects of study. Some regional geography is taught.

Economic geography is taught the second year. It is regarded as the meeting ground of geography and economics. The course is based upon the work in geography of the preceding year, in which is emphasized, more particularly, the study of those forces in nature which are working on man and so influencing his activities. An equal emphasis is now placed upon man's reaction to his environment, and those principles of economics are derived which help to explain the production, exchange, distribution and consumption of goods. The laboratories of this course are: local industrial establishments, the freight house, yard and cars, local docks and freighters.

Abundant concrete illustrative material is exhibited in the industrial and commercial museum, which is one of the new features of the department. In it are shown the raw materials

of commerce. Many business houses have contributed to this, so that the various stages of production to the finished products of commerce, in many lines, are exhibited. Pictures and stereoscopic views help to clarify the subject. United States consular reports, census, statistical and other government reports, newspapers, market quotations, magazines and the modern texts, such as Redway's and Chisholm's, are used as sources of facts, from which principles are derived and illustrated.

An advanced course, entitled industrial geography, is offered for the third year. This is founded on observational work with the tanning and shoe industry of Salem and Peabody, and leads to the study of the history and organization of industries as influenced by geographic conditions. It concludes with an intensive study of the resources, industries, markets and transportation in the United States, and the industrial personality of nations.

Industrial Science

Mr. WHITMAN

This course includes the more important principles of physics and chemistry, and aims to make the student familiar with many of the common scientific terms, chemical materials and operations which are likely to be met in commercial work. The course consists chiefly of class-room talks, demonstrations, and discussions about the applications of physics and chemistry in commercial and industrial operations. Some individual laboratory work will be given. There will be opportunity to study applied physics and chemistry in their relation to local industries. A number of industrial plants will be visited by the class.

Pedagogy

Mr. PITMAN

Pedagogy is a prescribed subject for all students in the commercial department. In addition to the essential features of the regular elementary course it includes a consideration of many of the problems of the secondary school, and particular attention is given to the pedagogical aspects of commercial education. (See description of course in Pedagogy, p. 25.)

Teachers now in the service and other prospective students

who have not pursued a course in psychology and who are intending to take a special course in this department should make a thorough study of James's *Briefer Course in Psychology*, Halleck's *Psychology and Psychic Culture*, or some other book of equal scope.

The History of Commerce

Mr. MEREDITH

This course is designed to add to the general information of the student by giving a knowledge of the commerce of the past and by showing its relation to the development of present and probable future conditions.

The laboratory method of teaching this subject is used. Students are required to obtain their information from various sources, such as magazines, newspapers and recently published works.

In pursuing this course emphasis is placed upon the history and development of local industries, and students are required to make visits to business houses and manufacturing plants of various kinds. Each student is obliged to make an independent written study of some one of these local industries.

Economics

Mr. MEREDITH

Economic phenomena are at present much more definite and numerous than in the early times, when communities were equipped for war rather than for industry. The aim of this course is to provide the student with a thorough knowledge of the intricacies of the social system by which he is environed, and the best methods of interesting younger pupils in the practical problems of modern community life. The value of this course is also increased by a study of the application of economic principles to current civic problems and legislation concerning them.

In this connection students are required to make an intensive study of some phase of social economics. Opportunity for this is afforded through the co-operation of the Associated Charities of Salem. At the end of the course students present the result of their research in the form of a comprehensive thesis.

An extensive outside reading course is being conducted as a part of this work. By means of a card designed for the purpose an accurate account of each student's reading is kept on file, together with her criticism of the work read.

A suitable library, containing works relating to the subject of economics, is at the disposal of the students.

Commercial Law

Mr. MEREDITH

The whole scheme of commercial activity is regulated and controlled by the laws of business, and the character and integrity of business conduct are defined by these laws. The aim of this course is to give the student a knowledge of the essentials of commercial law, and to develop the best methods for imparting this knowledge to others. The work of the text-book is supplemented by real or hypothetical "cases," in which the law principles learned are applied.

A library of commercial law text-books is at the disposal of the students.

Bookkeeping

Mr. MEREDITH

Bookkeeping is the most important and usually the most attractive study of the distinctively commercial group. It is the subject with which all the other subjects of this group are most closely correlated. The aim of the course is to give the student a thorough understanding of the principles of bookkeeping as well as of the various approved methods for teaching the same. Both class and individual methods of instruction are used. Business practice is also carried on as a part of the work of this course as well as a comprehensive study of the various business papers and forms.

The advanced course in bookkeeping consists of the study of the theory of accounts and the fundamental principles of accounting. It also includes a detailed study of the various modern text-books in bookkeeping and a comparison of the methods used in each. The methods of keeping the books of a modern bank and also those of some local industry are studied.

An advanced business practice set is carried on by this de-

partment in conjunction with the bookkeeping department of the Salem Commercial School. Students are made familiar with the most approved methods of filing business papers.

Through an arrangement with business houses in Salem and Boston, opportunity is afforded students for actual office experience.

Commercial Arithmetic

Mr. MEREDITH

Arithmetic occupies an important place in the curriculum of a commercial department. It is very closely correlated with bookkeeping and helps to interpret other general commercial subjects, such as commercial geography, transportation and finance. The aim of this course is to give the student an accurate knowledge of arithmetic in its application to business practice. The theory and practice of teaching it according to modern methods is also part of the work.

Shorthand

Miss TOWNSEND

The study of the principles of Benn Pitman shorthand comprises the work of the first half of the course. Dictation practice begins very early, the aim being to obtain absolutely accurate work at a moderate rate of speed by the time the student completes the text. This work is followed by a few weeks' drill for a high rate of speed. The professional side of the subject is considered throughout the course, but it is emphasized in the senior year by the discussion of methods, the study of pedagogical works on the subject of shorthand, by the examination and criticism of various text and drill books, by observation in the Salem Commercial School, and by observation and practice teaching in the Salem High School and the Lynn English High School.

The Gregg system of shorthand may be continued by those students who have had a reasonable amount of instruction in it elsewhere.

Typewriting

Miss TOWNSEND

The first half of this course is devoted to acquiring proficiency in the touch method, the professional side of the subject being emphasized from the first by showing pupils how to start beginners in the study of typewriting. Care is taken that students form correct habits of position, touch, fingering and manipulation of the machine. Particular attention is given to the arrangement of material and to rapid transcription. The course includes practice in the use of the neostyle, the mimeograph, the letter press and similar office devices. Material in the form of correspondence, outlines, abstracts, programs, etc., furnished by the various departments of the school, affords a basis for the acquisition of experience and skill in this kind of work.

Methods of teaching typewriting are discussed, and various text-books are examined, criticised and compared. Observation and practice teaching under supervision and criticism constitute an important part of the work of the third year.

Penmanship

Mr. DONER

The aims, methods and matter of this course are stated on page 34, except that in the commercial department a course of instruction suitable for high instead of elementary school pupils is presented during the senior year.

THE LIBRARY AND READING ROOM

Miss MARTIN

The general library contains a collection of books now numbering more than 5,500, including valuable works in all departments. The American Library Association system of cataloguing is employed, with a complete card index by authors and book titles. This is supplemented by a card system of references by topics, already containing several thousand cards. In addition to the general library books, there is a collection of



TYPEWRITING ROOM.

about 5,800 reference and text books, also carefully catalogued, for use in connection with the various courses.

In the reading room are filed the leading periodicals, both of general nature and of specific value in pedagogical study.

A brief course in library practice is given to the junior class by the librarian.

LECTURES

Since the issue of last year's catalogue the teachers and students have had the privilege of listening to the following lectures and concerts:—

- | | |
|---|--|
| A Trip to the North Pole, . . . | D. B. MacMillan, Cambridge. |
| The Social and Ethical Value of History. | Wilbur F. Gordy, Superintendent of Schools, Springfield. |
| The Democracy of Education, . . . | Dr. George D. Strayer, Teachers College. |
| Stories for Children, | Adelaide L. Thompson, Supervisor of Kindergartens, Newton. |
| Alcohol and Mental Diseases, . . . | H. W. Mitchell, M.D., Superintendent of Danvers State Hospital. |
| Memorial Day address: Abraham Lincoln. | Walter S. Parker, Associate Superintendent of Schools, Boston. |
| The Alcohol Problem, | E. G. Martin, M.D., Harvard Medical School. |
| Pageant, Salem in the Olden Time. | Class of 1911. |
| Graduation address: Professional Teaching <i>versus</i> School Keeping. | Dr. David Snedden, Commissioner of Education, Massachusetts. |
| Tolstoi, | The Rev. George L. Parker, former pastor British-American Congregational Church, St. Petersburg. |
| The Big Trees of California, . . . | Wales L. Palmer, Oakland, Cal. |
| The Man and the Job, | Arthur D. Dean, Chief of Division of Vocational Schools, New York. |
| Ten English Towns, | George Francis Dow, Essex Institute, Salem. |
| The Lure of the Presidency, . . . | Hon. George H. Martin. |

- The Alcohol Problem, . . . Herman Adler, M.D., Danvers State Hospital.
- The Alcohol Problem, . . . Alice L. Higgins, General Secretary, Associated Charities, Boston.
- Immigration, . . . Edward F. McSweeney, former Commissioner of Immigration, New York City.
- Special Instruction for Exceptional Children. Andrew W. Edson, Associate Superintendent of Schools, New York City.
- Industrial Education, . . . Charles A. Prosser, Deputy Commissioner of Education, Massachusetts.
- The Objective Method of teaching Business Forms. Frank E. Lakey, English High School, Boston.
- Forestry, . . . Harold Cook, Assistant State Forester of Massachusetts.
- Child Labor, . . . Mary C. Wiggin, Secretary of the Consumers' League, Boston.
- The Teaching of Shorthand, . Jerome B. Howard, Cincinnati.
- Methods of teaching Penmanship. Charles P. Zaner, Editor of the Business Educator, Columbus, O.
- Bread and Butter Education, . Walter A. Hawkins, Superintendent of the Jordan & Marsh Company, Boston.
- English for the Commercial Course. Henry W. Holmes, Instructor in Education, Harvard University.
- Some Connotations of teaching English for Business. William Morse Cole, Assistant Professor of Accounting, Harvard University.
- Violin recital, . . . William L. Daley.
- Violin recital, . . . Ridley Trio.
- Violin and piano recital, . . The Misses Durell, Mr. Bishop.
- Indian songs and dances, . . Bee Mayes.
- Two piano recitals, . . . Charles P. Anthony.
- Recital, . . . Liebhaber stringed orchestra assisted by Miss Starbird, contralto.
- Chamber concert, . . . Arensky Trio (violin, cello, piano).
- Recital of children's songs, . Victoria Sordoni Gilbert.
- Concert, . . . Glee club of 1910-1911.

THE MANAGEMENT OF THE SCHOOL

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders, rather than governors and masters. They will not withhold advice, admonition and reproof, if needed; but their work in such lines will be done with individuals, and in the most helpful and generous spirit. Those students who, after full and patient trial, are found unworthy of such consideration, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who, by no fault of their own, but by the misfortune of conspicuous inaptitude, through physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal and two other members of the faculty, and one member chosen by each division of the senior and junior classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

Expenses, Aid, Board, etc.

Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of fifty dollars per year, of which sum one-half is due September 5 and the other half February 1. Text-books and supplies are free, as in the public schools. Articles used in school work which students may desire to own will be furnished at cost. Students who come to Salem to board are advised to bring with them such text-books of recent date as they may own.

To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for

this aid must be made in writing, to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished to residents of Salem, nor during the first half-year of attendance at the school.

Through the generosity of members of the faculty and graduates of the school, several funds have been established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the Students' Benefit Fund are other funds, founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Prof. Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; and to Dr. Walter P. Beckwith, principal from 1895 to 1905. The total amount of money now available is about \$2,000. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

The expense of board is moderate; two students rooming together can usually find accommodations within easy distance of the school, including light and heat, at prices ranging upward from \$4.50 each, per week. A list of places where board may be obtained is kept at the school, and reasonable aid will be given to students who are seeking boarding places. It is advisable to make inquiries some time before the beginning of the school year.

A lunch counter is maintained in the building, from which is served at noon each school day a good variety of wholesome and attractive food, at very reasonable prices.

Attendance and Conduct

1. Students living at home, on finding themselves likely to be absent more than one day, are desired to make known the fact in writing.

2. Students who are withdrawing from school must return the books and other property of the school, and receive regular dismissal. Those who fail to do so promptly must not expect at a later date any recommendation or endorsement from the teachers of the school.

3. Absences for the purpose of teaching or of acting as substitutes for more than one day must be arranged in advance. In general, absence for this purpose during the first year of a student's course will not be regarded with favor.

4. Students must be present at the opening of school after any recess or vacation, and must remain until all are excused.

5. Students boarding in Salem must not make arrangements involving absence from any school exercise without previously obtaining permission.

6. Students boarding in this vicinity, away from their parents, whether over or under legal age, must keep the principal informed of their addresses. All boarding places are subject to the judgment of the principal.

As the school has no dormitory, those who receive its students into their homes must, of necessity, assume responsibility for the conduct of the young women thus placed in their charge in the same measure as would be required of teachers in charge of a dormitory. They are therefore requested to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered unsuitable in a well-regulated dormitory.

Employment for Graduates

The increase in the number of normal school graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers, but even at the present time they constitute but about sixty per cent. of all the teachers

in the State, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. Although the school does not undertake to guarantee positions to its students, it is a fact that graduates of any department are rarely without positions three months after graduation. The principal takes pleasure in assisting them to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities. He also wishes to be kept informed concerning the degree of success in teaching of former students.

Scholarships for Graduates

There are offered at Harvard University four scholarships, each of an annual value of one hundred fifty dollars, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States.

Notices to School Officials

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the building and equipment, or to attend the exercises in its class rooms or practice schools at any time and without ceremony.

During the summer vacation, some person qualified to give information regarding the school, its work and the conditions of admission will be at the building each forenoon, except Saturday. Requests for catalogues are always promptly honored.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

Every person claiming to be a graduate of this school should be able to show either a diploma or a certificate of the fact of graduation. Since January 1, 1900, all students who have left the school by reason of graduation, or otherwise in good standing, possess a diploma, a certificate showing the completion of a year's work, or a certificate of honorable dismissal. The last-named paper is not to be understood as a recommendation of proficiency in scholarship or teaching ability.

GENERAL INFORMATION

Historical Sketch

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. The site, building and equipment represent an expenditure of \$300,000; and it is believed that the Commonwealth here possesses a structure as complete and convenient as any of its kind in this country.

The School Building

The building is located in the southern part of the city, — a section devoted chiefly to residential purposes, — in a commanding position at the junction of the electric car lines from Lynn and Marblehead.

In the basement are the gymnasium, with its adjoining dressing room and shower baths, the industrial laboratory and the lunch room. The first floor is occupied by the practice school. The rooms are all large and well lighted, and, including the kindergarten, they accommodate 400 pupils. On the second floor is the assembly hall of the normal school. It is about 60 by 85 feet in size, and can accommodate 300 students. The remainder of this floor contains the principal's offices, the reception room, the library, and various recitation and work rooms. On the third floor are the science laboratories, the studios and the lecture room.

Decorations

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good

pictures or casts, elevating the thought, and creating a dislike for the common, ugly and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty and other friends of the school, and all these have been selected with great care and artistic judgment, so that the whole is harmonious.

The Teachers and Students

The school during its history has had five principals and eighty-three assistant teachers. The development of the practice schools began in 1897, and with them forty-three persons have been connected as teachers. Eighteen teachers are now required in the normal school and fifteen in the practice schools.

About six thousand students have attended the school. The proportion of those who complete the course has been increasing steadily in recent years.

The Location and Attractions of Salem

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston & Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country in the

neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

REGISTER OF STUDENTS

1911=1912

Graduates, — Class XCVI. — June 20, 1911

ELEMENTARY COURSE

Albert, Rose,	Malden.
Barteau, Clara Irene,	Amesbury.
Burnham, Mary Alice,	Essex.
Beadle, Helen Josephine,	Groveland.
Cotton, Edith Frances,	Malden.
Cressy, Ruth Augusta,	Beverly.
Cronin, Sybil Louise Mary,	Cambridge.
Crosby, Mildred Parker,	Groveland.
Crowley, Madeline Usher,	Danvers.
Curley, Grace Francis,	Marblehead.
Danner, Bertha Hertgen,	Malden.
Decatur, Rena Althea,	West Peabody.
Dickinson, Helena Minnie,	Danvers.
Doyle, Alberta Ruth,	Reading.
Eames, Hilda Weston,	North Reading.
Edmands, Mary Luella,	Saugus.
FitzGerald, Mary Frances,	Cambridge.
Granfield, Susie Frances,	Reading.
Grant, Grace Marguerite,	Chelsea.
Griffin, Mary Elizabeth,	Peabody.
Harlin, Gertrude Alice,	Cambridge.
Harrigan, Frances Agnes,	Danvers.
Harris, Daisy,	Saugus.
Hickey, Emma May,	Beverly.
Hill, Mabel Louise,	Georgetown.
Hinkley, Fannie Crowell,	Beverly.
Howard, Ethelyn Adams,	Malden.
Hoyle, Lillian Mary,	Everett.
Hunter, Ethel Annas,	Malden.
Israelite, Anna Bessie,	Chelsea.
Jenkins, Lena,	Ipswich.
Johnson, Helen Louise,	Lynn.
Kline, Elizabeth Margaret,	Cambridge.

Klippel, Laura Estelle,	Salem.
Lambert, Georgie Dorothy,	Lynn.
Lang, Florence Ardell,	Bradford.
Macdonald, Josephine Elsie,	Somerville.
Maddock, Ruth Valerie,	Amesbury.
Magraw, Maria Pearl,	Lynn.
McPhetres, Eva Lucretia,	Lynn.
McSwiney, Mary Cecilia,	Chelsea.
Morrissey, Mary Jane,	North Andover.
Myers, Ruth Ethel,	Lynn.
Nelson, Maude Wellington,	Salem.
Norton, Marjorie,	Chelsea.
Parsons, Helen Gaffney,	Pigeon Cove.
Peachey, Florence Bailey,	Lynn.
Perley, Charlotte,	Boxford.
Peterson, Marion Crosman,	Chelsea.
Phillips, Edith Elizabeth,	Lynn.
Poor, Ethel Mirriam,	Lynn.
Pratt, Eva Louise,	Malden.
Prescott, Dorothy Nutting,	Haverhill.
Quinn, Alice Irene,	Swampscott.
Ramhofer, Lena Louise,	Cambridge.
Reeve, Alice Louise,	Salem.
Reiman, Elsie May,	Newburyport.
Reynolds, Abbie Elizabeth,	Lynn.
Riley, Marguerite Rose,	Melrose.
Roche, Elizabeth Constance,	Salem.
Scott, Laura Amelia,	Melrose.
Shannon, Mabel Elizabeth,	Lynn.
Small, Esther Louise,	Gloucester.
Smith, Lulu Belle,	North Andover.
Smith, Rose Catherine,	Somerville.
Solomon, Genorie Palmer,	Malden.
Spofford, Celia May,	Melrose Highlands.
Spofford, Lelia Frances,	Melrose Highlands.
Swanson, Gerda Florence,	Pigeon Cove.
Taylor, Sadie Mildred,	Everett.
Tucker, Mabel Hammond,	Marblehead.
Walsh, Katharine Frances,	Somerville.
Whalen, Abbie Elizabeth,	Amesbury.
Wildes, Mildred Fern,	South Hamilton.

COMMERCIAL COURSE

Flaherty, Mary Aloysie,	Salem.
Hayward, Beth Sylvia,	South Easton.
Millea, Alice Marie,	Danvers.
Pedersen, Dora Christina,	Somerville.
Pedersen, Jennie Marie,	Somerville.
de Sloovere, Mary Constance,	Webster.

CERTIFICATES FOR ONE YEAR'S WORK

Elementary Course

Eastman, Magna Dean,	Framingham.
French, Carrie Russell,	Brookfield.
Titcomb, Grace,	Malden.

Commercial Course

Oliver, Warren Walton,	Wakefield.
Sullivan, Arthur Joseph,	Salem.

Students in the Elementary Course

SENIOR CLASS

Beale, Helene Lambert,	West Medford.
Bogrette, Jane Frances,	Medford.
Bowler, Claire Ann,	Somerville.
Bowler, Ruth Isabel,	Somerville.
Burnham, Gladys Frances,	Topsfield.
Burns, Agnes Ellen Olive,	Newbury.
Cahoon, Margaret Cecilia,	Gloucester.
Chamberlin, Alice Maude,	Somerville.
Chapman, Myrtie Hoag,	Marblehead.
Chase, Lucinda Norma,	Seabrook, N. H.
Collins, Eva Hadley,	Marblehead.
Collins, James Samuel,	Salem.
Collins, Nora Marie,	Beachmont.
Connors, Charlotte Newton,	Lynn.
Connery, Anna Laura,	Lynn.
Cook, Alice Marguerite,	Danvers.
Daley, Theresa Edna,	Malden.
Doran, Phoebe Martha Hughes,	Reading.

Dugmore, Florence Mabel,	Medford.
Dwyer, Mary Imelda,	Salem.
Edmunds, Mary Louise,	Medford.
Fairchild, Bertha Irene,	Lynn.
Farnham, Dorothy Woodbridge,	Malden.
Fegan, Mildred Ayers,	Beverly.
Fisher, Ethel Stockwell,	Lynn.
Furfey, Josephine Esther,	Cambridge.
Galvin, Bertha Katherine,	Lynn.
Geary, Mary Louise,	Malden.
George, Ida May,	Malden.
Giddings, Carrie Anna,	Beverly.
Gilmore, Joseph Michael,	Peabody.
Graham, Mary Pauline,	Lynn.
Halliday, Mary Mildred,	Lynn.
Herlihy, Catherine Mary,	North Cambridge.
Hickey, Ruth Elizabeth,	Wakefield.
Hobbs, Gwendolyn Day,	Danvers.
Hodgkins, Edith Jane,	Medford.
Hughes, Viola Myrtle,	Salem.
Hunt, Caroline Lois,	Somerville.
Ingham, Mabel Russell,	Somerville.
Ilsley, Sarah Elizabeth,	Newbury.
James, Vivian Zella,	Salem.
Johnson, Anna Nathalie,	Somerville.
Johnson, Pernal Sophronia,	Nahant.
Keene, Leone Millicent,	Malden.
Kenneally, Anne Elizabeth,	Salem.
Kenny, Mary Agnes,	Malden.
Killen, Mildred Anna,	Lynn.
Killion, Anna Mary,	Malden.
Knight, Caroline Marion,	Middleton.
Leonard, Alice Virginia,	Amesbury.
Levy, Frances Agnes,	Chelsea.
MacAdams, Mary Terese Hilda,	Lynn.
MacCarthy, Ruth,	Malden.
Mackin, Gertrude Elizabeth,	Cambridge.
Maguire, Mary Anne,	Cambridge.
Mahoney, Katherine Agnes,	North Cambridge.
Manning, Mary Helena,	Cambridge.
McCarthy, Alice Louise,	Lynn.

McCauley, Alice Katherine,	Salem.
McDonald, Helen Gertrude,	Methuen.
McLaughlin, Lucelia Agnes,	Everett.
Merrill, Lillian Dimond,	East Lynn.
Merrow, Helen,	Salem.
Millea, Grace D'Arcy,	Danvers.
Miller, Mary Ellen,	Somerville.
Mullin, Frances Marie,	Salem.
Murphy, Madeline Bernardine,	Everett.
Nichols, Maude Ethel,	Malden.
Norcross, Alice Almira,	Melrose.
O'Neil, Grace Ruth,	Somerville.
Orne, Madeline,	Marblehead.
Patch, Mary Louise,	Wenham.
Pitman, Ernest Clayton,	Danvers.
Sargent, Helen Marion,	Groveland.
Scully, Katherine Veronica,	Chelsea.
Seaton, Mildred,	Gloucester.
Sharkey, Annie Gertrude,	Medford.
Simonds, Margaret Story,	Beverly.
Smith, Amy Francena,	North Andover.
Stetson, Estelle Frances,	Medford.
Stetson, Elizabeth Jewett,	Georgetown.
Striley, Amy Marguerite,	Danvers.
Sumner, Grace Rea,	Lynn.
Thornton, Helen Ellis,	Saugus.
Thompkins, Emeline Frances,	Danvers.
Tweeddale, Ruth Barbour,	Lynn.
Tynes, Lillian May,	North Cambridge.
Watkins, Winifred Belle,	Wakefield.
Willey, Mildred Anna,	Saugus.

STUDENTS IN SECOND YEAR OF THREE-YEARS COURSE

Curry, Catherine Teresa,	Lynn.
Davis, Claire Veronica,	Salem.
Deering, Mary Katherine,	Beverly.
DeLory, Evelyn Whitney,	Beverly.
Denton, Maude Holt,	Danvers.
Dodd, Sadie Frances,	Beverly.
Flagg, Pauline,	Swampscott.
Griffiths, Alice Elizabeth,	Somerville.

Hill, Hortense Frances,	Lynn.
Hilliard, Mildred Jewell,	East Kingston, N. H.
Hodsdon, Helene Charles,	Fryeburg, Me.
Mulally, Anna Clementine,	Danvers.
Murray, Henrietta,	Beverly.
Perry, Emma Andrews,	Somerville.
Strout, Margaret Dodge,	Swampscott.
Surette, Mary Jane Victoria,	Wilmington.

SPECIAL STUDENTS, ONE-YEAR COURSE

Carr, Anna Belle,	Salem.
Cate, Mary Ropes, A.B.,	Salem.
Chapman, Gertrude,	Malden.
Golden, Annie,	Somerville.
Maddock, Ruth Valerie,	Amesbury.
Remick, Mabelle Dorothy,	Medford.
Rice, Meda Elizabeth,	Essex Centre, Vt.
Solomon, Genorie Palmer,	Malden.
Tolman, Grace Mary,	Brookline.

JUNIOR CLASS

Allen, Amelia Southworth,	Lynn.
Anderson, Edith Mathilda,	Salem.
Appleton, Florence Alice,	Beverly.
Bassett, Clara Louise,	Marblehead.
Blanchard, Mina Anna,	Amesbury.
Bloomer, Fannie Reynolds,	West Somerville.
Boyle, Alice Gertrude,	Amesbury.
Breen, Margaret Mary,	Somerville.
Brown, Agnes Frances, ¹	Cambridge.
Buffum, Dorothy May,	Danvers.
Carrier, Caroline Joanna,	Charlemont.
Cashman, Mary Theresa,	Cambridge.
Caulfield, Helen Frances,	Salem.
Clark, Elizabeth Constance,	Annisquam.
Clifford, Ruth Isabel,	Revere.
Cody, Margaret Ellen,	Peabody.
Comer, Marie Ann,	Lynn.
Cowden, Esther Brownell,	Amesbury.
Crowell, Harlan Dunn,	Salem.

¹ Was a member of the school less than three months.

Currier, Ethel May,	North Andover.
DeAvellar, Anna Louise,	Medford.
Delaney, Mary Frances,	Cambridge.
Dewire, Mary Josephine,	Somerville.
Dinsmore, Helen Peach,	Malden.
Durling, Miviene Averill,	Lynn.
Estee, Marion Frances,	Somerville.
Finlay, Hazel Mellissa,	Chelsea.
Fitzgerald, Jetta Louise,	Revere.
Flaherty, Katherine Ruth,	Lynn.
Fraser, Helen Genevieve,	Revere.
Gallagher, Mary Louise,	Cambridge.
Gillis, Margaret Rosaline,	Manchester.
Gillis, Ruth Anna,	West Somerville.
Gilmore, Cecilia Gertrude,	Peabody.
Glover, Alice May,	Marblehead.
Golden, Ida,	Somerville.
Hall, Matilda Veronica,	Cambridge.
Harrold, Beulah Christine,	Marblehead.
Henderson, Helen Esther,	Boston.
Higgins, Grace Imelda,	Amesbury.
Hourihan, Nellie Veronica,	Marblehead.
Huntington, Flora Evelyn,	Newburyport.
Jackson, May Serlena,	Lynn.
Johnson, Mildred Aileen,	Malden.
Jordan, Mary Elizabeth,	Newburyport.
Joyce, Gerald Stanley,	Gloucester.
Kirby, Mary Beatrice,	Danvers.
Kotzen, Mary,	Chelsea.
London, Dana Woodman,	Salem.
Long, Helen Mary,	North Cambridge.
Loschi, Mary,	East Boston.
Lyons, Helen Anna,	Arlington.
Maguire, Helena Margaret,	Cambridge.
Malcolm, Eliza,	Cambridge.
Maxwell, Alice Louise,	Stoneham.
McCarthy, Ellen Teresa,	East Lynn.
McCarthy, May Josephine,	Lynn.
McCarthy, Mary Elizabeth,	Peabody.
McCauley, Emma Frances,	Salem.
McCurdy, Edith Susan,	Beverly.

McElroy, Mary Teresa,	Peabody.
McInnis, Sarah Catherine,	North Andover.
Mitchell, Mildred Louise, ¹	Springfield.
Monaghan, Rose Ella,	Salem.
Moran, Katherine Irene,	Cambridge.
Morgan, Ellen Augusta,	Lynn.
Mullaley, Helen Esther,	Stoneham.
Mullins, Grace Frances,	Cambridge.
Murdock, Rita Annette,	Chelsea.
Murphy, Maurice Francis,	East Boston.
Nason, Cora Mable,	Manchester-by-the-Sea.
Neall, Lena Fifield,	Lynn.
Norton, Anna Agnes,	Salem.
O'Connor, Mary Gertrude, ¹	Rockport.
O'Leary, Katharine Francesea,	Peabody.
O'Loughlin, Marguerite Regina, ¹	Malden.
O'Rilly, Sarah Louise,	Cambridge.
Pagum, Helen Gertrude, ¹	Malden.
Palmer, Evelyn Mae,	Lynn.
Parsons, Rita Cushing,	Newburyport.
Patton, Elizabeth Mary,	Chelsea.
Perkins, Inez Margaret,	Salem.
Perkins, Mildred,	Wenham.
Pike, Nora Clair,	Winthrop.
Purington, Edith May,	Beverly.
Ramsey, Florence Collette,	Cambridge.
Regan, Helen Gertrude,	Salem.
Ried, Bertha,	North Reading.
Ricker, Doris Ames,	East Lynn.
Roberts, Franklin Campbell,	North Andover.
Roche, Marion Thecla,	Salem.
Rowe, Vera Edna,	Marblehead.
Schermerhorn, Ruth Elizabeth,	Newburyport.
Stetefeld, Marguerite Elizabeth,	Somerville.
Stantial, Eunice May,	Melrose.
Troy, Gertrude Roberta,	South Boston.
Ward, Mary Grace,	Marblehead.
Waterhouse, Olive Doane,	Wakefield.
Watson, Helen Mabelle,	East Lynn.
Wendell, Jessie Stuart,	Lynn.

¹ Was a member of the school less than three months.

Williams, Mary Elizabeth,	Beverly.
Williams, Ruth Phemie,	Danvers.
Wing, Beulah Amanda,	Hathorne.
Wing, Laura Sheldon,	Malden.
Woodberry, Ruth Williams,	Beverly.
Zanetti, Louise,	East Boston.

Students in Commercial Course

SENIOR CLASS

Brophy, Elnora Kathleen,	Gloucester.
Clark, Anna Keenan,	Marblehead.
Davis, Nina Amanda,	Auburn, Me.
Dow, Ethel Helen,	Newton.
Hinchcliffe, Eva Mary,	Stoneham.
Johnson, Olive Florence,	Orange.
Sanford, Pearle Aurilla,	Marlborough.
Wiggin, Lelia May,	Danvers.

STUDENTS IN SECOND YEAR OF THREE-YEARS COURSE

Brown, Eliza Florence,	Marblehead.
Curtis, Mabolin,	Salem.
Fitch, Marion Abbie,	Sterling Junction.
Foley, William Lawrence,	Gloucester.
Levy, Mary Genevieve,	Danvers.
McGlew, John James, Jr.,	Newburyport.
Powell, Charlotte Louise,	Malden.
Thomas, Winnifred Adelaide,	Cambridge.
Whitney, Rosalba,	Brookline.

SPECIAL STUDENTS, ONE-YEAR COURSE

Chisholm, Everett Allen, A.B.,	Manchester, N. H.
Finn, John Haley, B.S.,	South Middleton.
Mighill, Hugh N., B.S.,	Rowley.
Moody, Beulah Walton,	Salisbury.
O'Neil, Agnes,	East Boston.
Rice, Jennie Julia,	Marlborough.
Smith, Lulu Belle,	North Andover.
Tucker, Ruth Elizabeth,	North Reading.
Williams, Erminie Adelaide,	Holbrook.

SPECIAL STUDENTS, TWO-YEARS COURSE

Harvey, Fred Harrison,	. . . . .	Lynn.
Long, Frederick Joseph,	. . . . .	Salem.
Nye, Clifford N., ¹	. . . . .	Pittsfield.

JUNIOR CLASS

Bray, Richard Williams,	. . . . .	Salem.
Brooks, Walter Roland,	. . . . .	Ipswich.
Campbell, Mildred Ward,	. . . . .	Middleton.
Carter, Ruth Hixon,	. . . . .	Winchendon.
Chase, Lenox Elspeth,	. . . . .	Amesbury.
Coman, Clara Louise,	. . . . .	Putnam, Conn.
Cromwell, Marion Judson,	. . . . .	Chelsea.
Hatch, Pearl Catherine,	. . . . .	Middleton.
Hutchinson, Myron Robin,	. . . . .	Salem.
Johnson, Hazeltine Robinson,	. . . . .	Peabody.
Kelly, Marion,	. . . . .	Everett.
Lamb, Emma Jennie,	. . . . .	Orange.
Macgovern, Margaret I., ¹	. . . . .	Dorchester.
MacGregor, Marion Gertrude,	. . . . .	Lynnfield.
McCann, James Henry,	. . . . .	Peabody.
McLaughlin, Sarah Jane,	. . . . .	Nahant.
Moriarty, Marion Agnes,	. . . . .	Danvers.
Mulally, Loretta Marion,	. . . . .	Danvers.
Newhall, Georgia Louise, ¹	. . . . .	Peabody.
Parziale, Anna Cecelia,	. . . . .	Chelsea.
Poland, Emma,	. . . . .	Nahant.
Rankin, Austin Mäder,	. . . . .	Beverly.
Reardon, Margaret Juann,	. . . . .	North Abington.
Richards, Edmund Francis,	. . . . .	Peabody.
Ross, Anna Lochart,	. . . . .	Salem.
Smith, Faustina Elena,	. . . . .	Newburyport.
Vaile, Margaret Helen,	. . . . .	Danvers.
Williams, Georgiana,	. . . . .	East Wenham.

¹ Was member of the school less than three months.

Summary

Students of the elementary course,	212
Special students, elementary course,	9
Students of the commercial course,	45
Special students, commercial course,	12
	278
Whole number of students from opening of school,	6,094
Whole number of graduates,	3,227
Number of certificates for one year's work,	97

REQUIREMENTS FOR ADMISSION

1. A detailed record of scholarship in the high school, signed by the principal (see I, pages 9 and 10). (Use the printed form provided by the school.)

2. A certificate of good moral character from the principal of the high school.

3. Examinations or a certificate amounting to fourteen units chosen from the specified list (see II, page 10).

4. A certificate from the high school for four additional units (see C and III, pages 10 and 11).

5. A written application for admission (on the printed form provided by the school).

6. A personal interview with the principal at the school. (No candidate will be admitted who has not met this requirement.)

